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## ABSTRACT

This booklet showcases findings from a new analysis of data from "Family Involvement in Education: A National Portrait," and provides a checklist for parents to assess their own school on issues of family involvement. The study was conducted in May and June of 1997 by the National Opinion Research Center at the University of Chicago. Key findings of the study are that: (1) schools are working hard to involve parents in their children's schooling, and parents are actively engaged in their children's learning experience; (2) even so, most parents would still like more information and assistance from schools and teachers about how to support their children's education, both at school and at home; (3) in addition to in-school activities, parents are eager for their children to have school-based after-school and summer opportunities--demand for these programs significantly outstrips current supply; and (4) primary school parents are more involved in every aspect of their children's schooling than are middle school parents. Graphic highlights of survey findings are presented as indicators of family involvement; parents and school administrators can use the indicators to tally a score for their own school. Indicators are: Opportunities, Barriers, Communication Technologies, Communication Topics, Parental Input, At-Home Learning, Parent/Teacher Interactions, Reaching Out, and After School Programs. (EV)

# Family Involvement In Education: A NATIONAL PORTRAIT

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ED 457 990

Sponsored by

The Partnership for  
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and

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the U.S. Department of Education



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# **Family Involvement in Education: A NATIONAL PORTRAIT**

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## **Highlights**

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**The GTE Foundation**

**The U.S. Department of Education**

*Prepared by:*

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**U.S. Department of Education**

*August 1998*

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# Introduction

This booklet showcases findings from a new analysis of data from "Family Involvement in Education: A National Portrait" and provides a checklist for parents to assess their own school on issues of family involvement. The National Portrait Study was sponsored by the Partnership for Family Involvement in Education, the GTE Foundation, and the U.S. Department of Education. The study was conducted in May and June of 1997 by the National Opinion Research Center at the University of Chicago.

## ***Key findings of the survey are that***

- ☐ Schools are working hard to involve parents in their children's schooling, and parents are actively engaged in their children's learning experience.
- ☐ Even so, most parents would like still more information and assistance from schools and teachers about how to support their children's education, both at school and at home.
- ☐ In addition to in-school activities, parents are eager for their children to have school-based after-school and summer opportunities. Demand for these programs significantly outstrips current supply.
- ☐ Primary school parents are more involved in every aspect of their children's schooling than are middle school parents.

Interested readers may contact 1-800-USA-LEARN to obtain a copy of the unabridged report, "Family Involvement in Education: A National Portrait."

## Instructions

The following pages present a series of indicators of family involvement that have been developed from the National Portrait data. Parents and school administrators can use this booklet to assess their own schools according to these indicators and to see how their experiences compare to those of the National Portrait parents.

On each checklist page, follow the instructions under "How Does Your School Total Up?" to check off your answer to the questions shown. Count up the number of checks and write the number in the box marked "Total." In the lower graph, find the number you wrote in the "Total" box.

Refer to the percentages in the indicator box to see how all National Portrait parents compared their own child's school to your child's school. For example, if you marked "four" in the "Total" box on this page, then 33 percent of parents were invited to more of these activities than you were; 26 percent of parents were invited to the same number of activities as you were; and 41 percent of parents were invited to fewer activities than were parents at your child's school.

## Survey Methodology

In the spring of 1997, National Portrait Study participants were drawn from the 1996 General Social Survey, which constructed a nationally representative sample of households to study social indicators in the United States. Each National Portrait participant was asked to discuss the schooling experiences of one child during the 1996-1997 school year. That child was randomly selected from all of the children enrolled in grades one through eight in a regular school and for whom the participant was a primary caretaker.

Three hundred seventy-six parents completed the ten-minute telephone interview, for a final response rate of 71.5 percent. The Office of Management and Budget requires the U.S. Department of Education to note that without a 90 percent response rate on this survey, "the data are not nationally representative," and that there is "potential bias" in the sample.



# Opportunities

An overwhelming 90 percent of parents reported at least two different opportunities to be involved at their child's school. Schools most often encourage activities such as volunteering or committee work that helps the school budget. Less often, schools sponsor workshops or tell parents about community resources -- activities that may improve student outcomes but also require school resources. A disappointing 38 percent of parents had never been invited to observe their child's classes while in session.

## How Does Your School Total Up?

✓ = at least once

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

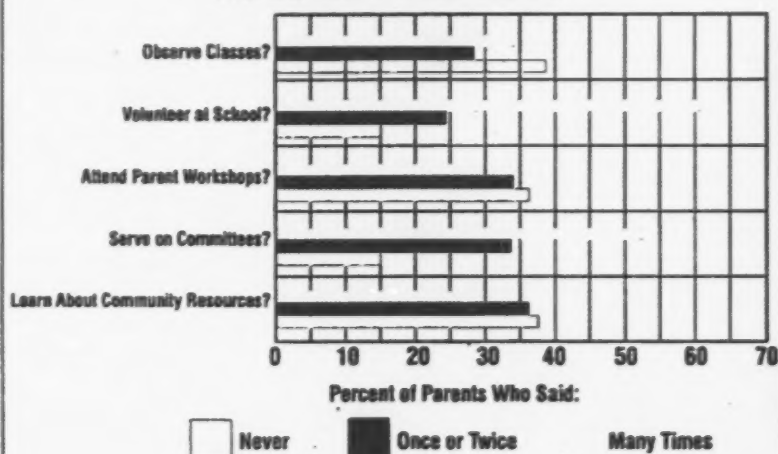
☐ \_\_\_\_\_

☐ \_\_\_\_\_

**TOTAL**

How does your school compare?

## How Often Each Year Does The School Invite You to...



## Opportunities How Many of These Activities Were Indicator: Parents Invited to at Least Once?

Five (33%)

Four (26%)

Three (18%)

Two (13%)

One (7%)

None (4%)



# Barriers

If parents face barriers to being involved at school, invitations alone aren't worth much. Schools seem to realize this, and 85 percent of schools schedule meetings or call-in times on weekends, early mornings, or evenings, to make it possible for working parents to attend. Even this doesn't seem to be enough -- over 90 percent of parents who didn't have these options would like to have them.

## How Does Your School Total Up?

✓ = yes

☐
☐
☐
☐
☐
☐


TOTAL

How does your school compare?

## Does Your Child's School...

Let You Reach Your Child at School, if Necessary?

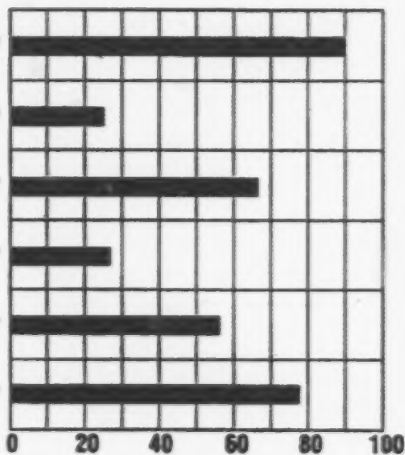
Offer Child Care During Conferences?

Include Non-custodial Parents?

Provide a Place For Parents to Meet?

Have After-hours Call-in Time?

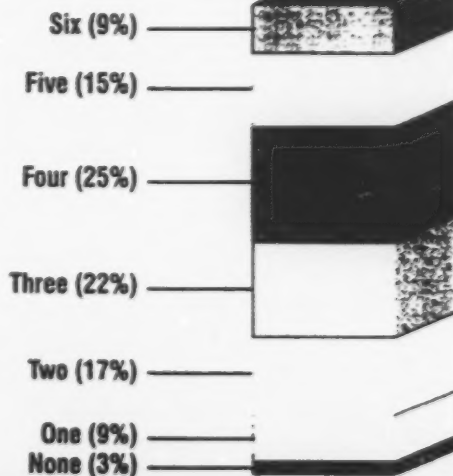
Hold Meetings Outside of Office Hours?



Percent of Parents Who Said "Yes"

## Barriers Indicator:

How Many of These Ways Does Your Child's School Help You Overcome Barriers to Involvement?



# Communication Technologies

Seventy-five percent of parents reported receiving a school newsletter, and a similar 72 percent reported receiving telephone calls at home from teachers and administrators, but fewer than one in four reported higher technology options, such as web sites or cable TV. Even when schools venture into these new technologies, parents may be more aware of information that comes directly into the home without parent effort.

## How Does Your School Total Up?

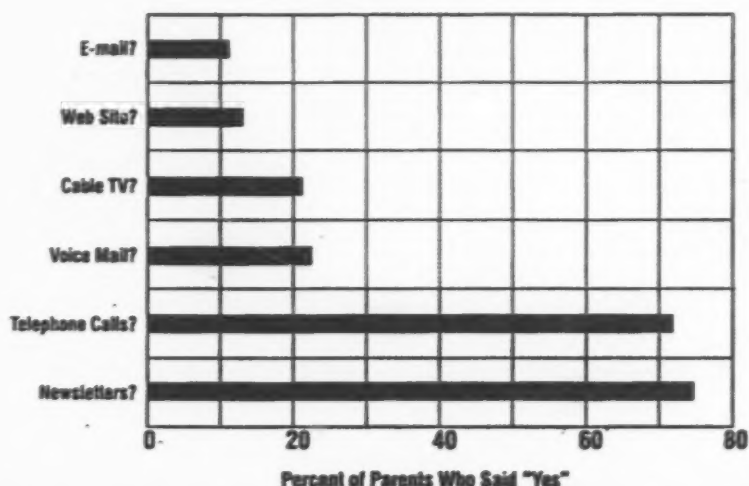
✓ = yes

☐
☐
☐
☐
☐
☐

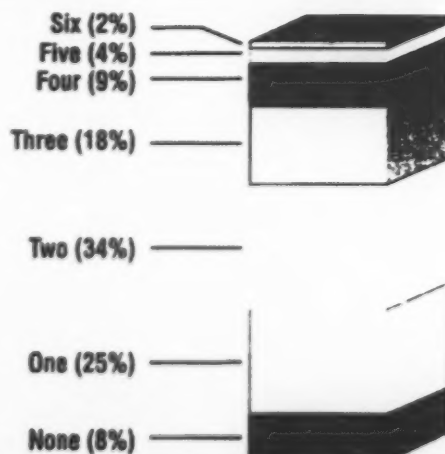

TOTAL

How does your school compare?

## Does Your Child's School Use...



## Communication Technologies Indicator: How Many of These Technologies Does Your Child's School Use?



# Communication Topics

How well are schools using these communication technologies? Two of three parents felt that their child's school did "very well" in explaining how children were expected to behave. Parents were less complimentary about achievement information. Fewer than half thought that the school did very well in explaining what children should know and be able to do at their grade level, and just one in three said that the school did very well in providing samples of successful work done by students at different grade levels. Thirty percent of middle school parents reported that the school did very well in providing information about future educational opportunities for their child.

**How Does Your School Total Up?**

✓ = very well

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

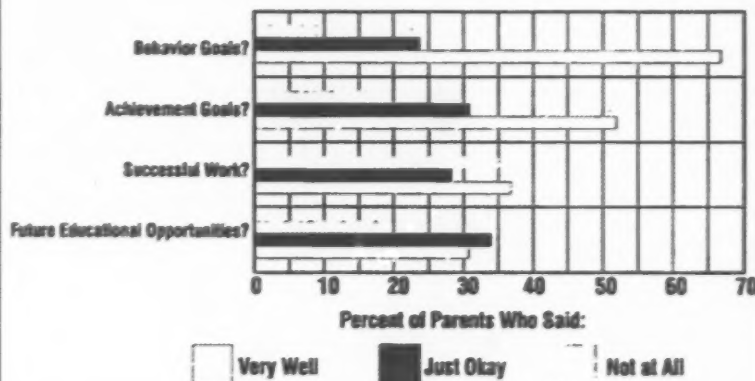
☐ \_\_\_\_\_

**TOTAL**

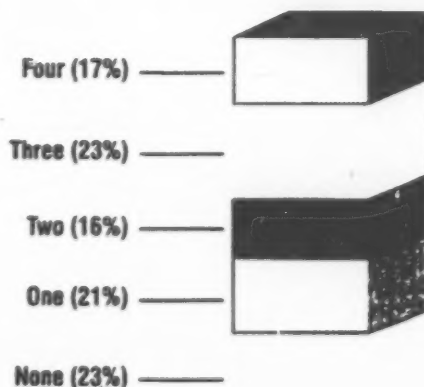
**How does your school compare?**

\_\_\_\_\_

**How Well Did the School Let You Know About...**



**Communication Topics Indicator: How Many Topics Did the School Do "Very Well" Communicating?**



# Parental Input

Four out of five parents reported that they had at least some input concerning discipline and safety policies at their child's school. Despite national attention to empowering parents in school governance, parents reported low levels of input into other school policies. More than half of National Portrait parents reported that they had no input at all about such topics as what subjects are taught and how much time is spent on them, or teacher hiring and salary determination.

How Does Your School Total Up?

✓ = some or a lot

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

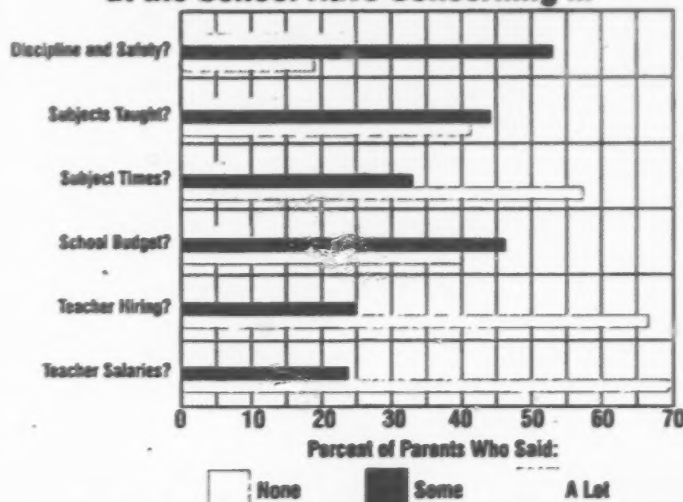
☐ \_\_\_\_\_

☐ \_\_\_\_\_

**TOTAL**

How does your school compare?

How Much Input Do Parents at the School Have Concerning ...



Parental Input Indicator:

How Many Topics Do Parents Have Any Input Into?

Six (13%)

Five (11%)

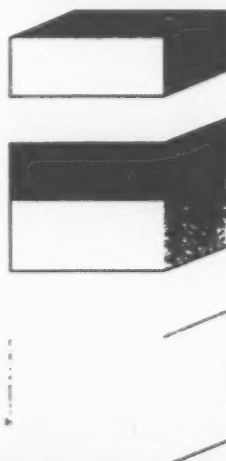
Four (13%)

Three (17%)

Two (15%)

One (21%)

None (10%)



## At-Home Learning

Eighty-eight percent of National Portrait parents read together at home with their child at least monthly. Almost half of study parents reported that their child's school bolsters this commitment to learning at home by offering summer reading lists or involving parents in homework assignments. Approximately one in three parents also signed agreements with their child's teacher to support learning both in the classroom and at home.

✓ = yes

☐☐☐☐

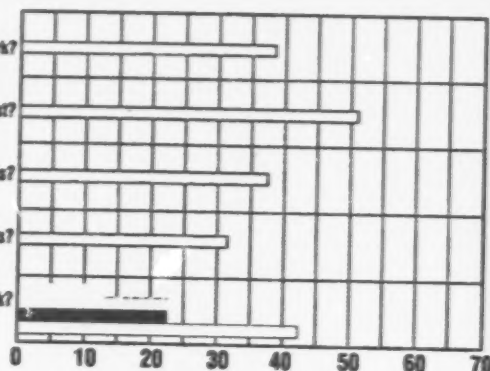
✓ = monthly or weekly

□

100

**TOTAL**

## How does your school compare?



### Percent of Parents Who Said "Yes"

Never

### Less than Monthly

Monthly

Weekly

**At-Home Learning Indicator:**

## How Many Ways Is Your Child's School Encouraging At-Home Learning?

**Five (6%)**

Four (16%).

**Three (21%).**

**Two (22%).**

**One (22%).**

**None (13%) -**



# Parent/Teacher Interactions

Ninety-four percent of National Portrait parents had at least one contact with their child's teacher during the school year. Eight of every ten reported that their child's teacher listens to parents, is accessible by telephone, and gives positive feedback about the child. Parents also noted some room for improvement: only 71 percent said that teachers followed through on parents' requests, and fewer recalled the teacher making a suggestion about how the child might improve at school.

## How Does Your School Total Up?

✓ = yes

☐
☐
☐
☐

✓ = some positive

☐

✓ = at least once

☐
☐

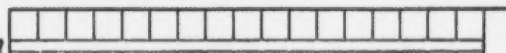
TOTAL

How does your school compare?

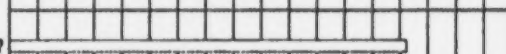
☐

## About Your Child's Teacher...

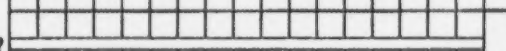
Listens to You?



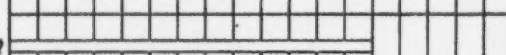
Follows Through on Your Requests?



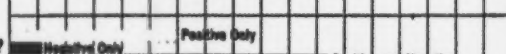
Is Accessible by Phone?



Made a Suggestion for Child?



Gives Positive Feedback?



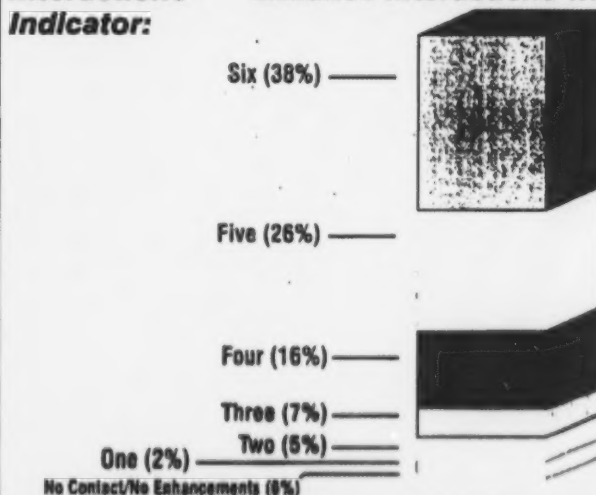
Contacts with You This Year



0 10 20 30 40 50 60 70 80 90

Percent of Parents Who Said "Yes"

## Parent/Teacher Interactions How Many Ways Did Teachers Enhance Interactions with Parents?



# Reaching Out

Parents are aware and appreciative of schools' efforts to involve them in their children's education. Eighty-nine percent of National Portrait parents say that their child's school treats them as important partners in their child's education. Parents' responses also point the way for additional work: 77 percent feel that the teachers need to learn more about encouraging involvement. Schools can begin encouraging involvement by asking what parents need. Thirty-eight percent of parents had never been asked how their school might help them be more involved at school.

## How Does Your School Total Up?

✓ = yes

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

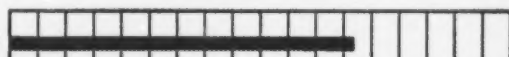
TOTAL

How does your school compare?

\_\_\_\_\_

## At the School...

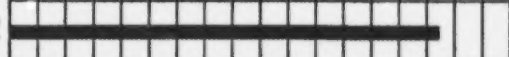
Are Parents Asked How to Help?



Are Parents Formally Asked How to Help?



Could Teachers Learn More About Involving Parents?



Are Parents Treated as Important Partners in Children's Learning?



0 10 20 30 40 50 60 70 80 90

Percent of Parents Who Said "Yes"

## Reaching Out Indicator:

How Many Ways Does the School Encourage and Facilitate Parent Involvement?

Four (30%) \_\_\_\_\_



Three (18%) \_\_\_\_\_



Two (38%) \_\_\_\_\_



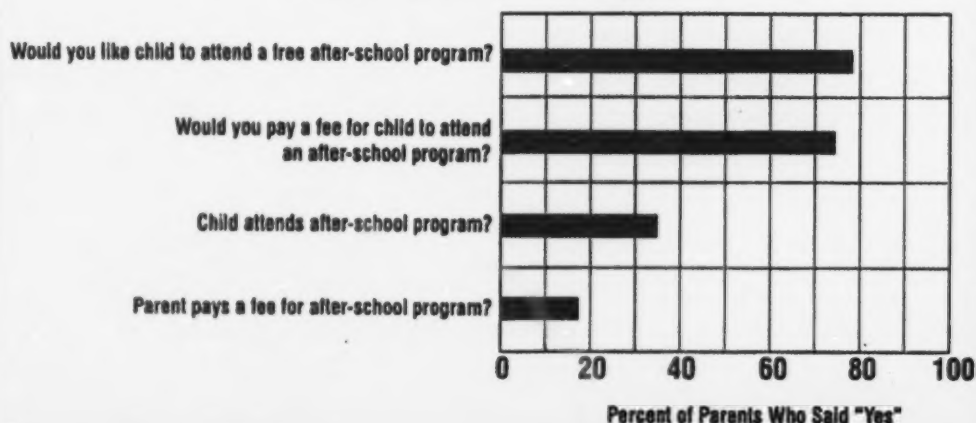
One (9%) \_\_\_\_\_

None (5%) \_\_\_\_\_

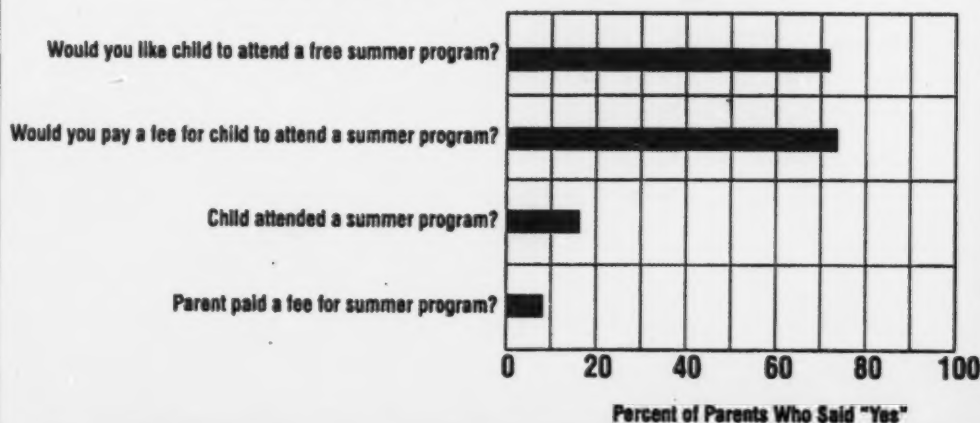
# After-school Programs

National Portrait parents also talked about their children's educational opportunities outside of regular school. Seventy-nine percent of parents reported that they would be willing to pay a fee for their child to attend an after-school program, but just 35 percent currently send their child to an after-school program. Demand also outstripped supply for school-based summer programs: 73 percent of parents would be willing to pay a fee for their child to attend such a program, but just 17 percent of parents reported that their child attended such a program in the summer of 1996.

## After-school Programs



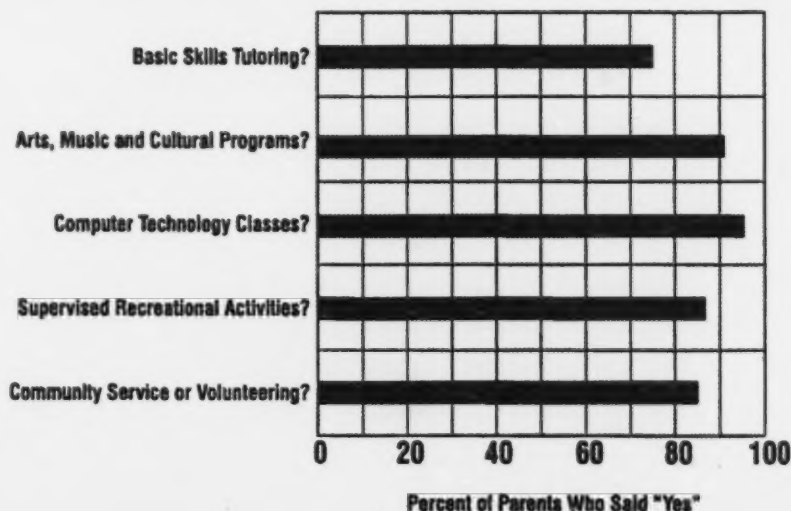
## School-based Summer Programs



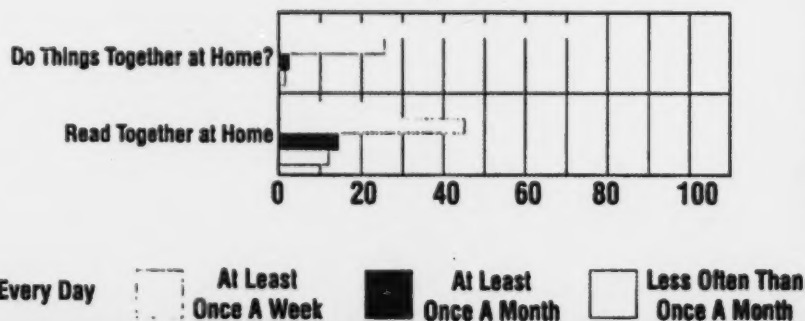
# After-school Programs

National Portrait parents were concerned that their children have enriching activities at school and at home. More than 90 percent of parents felt that their child would benefit from after-school programs with computer technology classes and cultural activities. Basic skills tutoring was less popular, but was also valued by 74 percent of interviewed parents. At home, 72 percent of parents reported doing something together with their child every day. A similar 74 percent of National Portrait parents read together at home with their child at least once weekly.

## Would Your Child Benefit from an After-school Program that Offered:



## About How Often Do You and Your Child:



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